

How has America's Declining Social Capital Impacted Student Organizations at The Ohio State
University?

Undergraduate Thesis

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Abstract

As Robert Putnam writes in *Bowling Alone*, the American population is facing a decline in their civic engagement, and therefore, greater social capital. He uses technology as the culprit, claiming that people are not as involved in their communities as they used to be. Through the research question *How has America's Declining Social Capital Impacted Student Organizations at The Ohio State University?* this study sought to analyze his assumption on a contemporary college campus. The hypothesis is that he would be correct, but the downward trend would not be significant. The method used was to collect membership data from individual clubs at Ohio State and use the novel dataset to analyze if his assumptions are consistent with college students amongst a new culture that contains more technology than he could fathom. The key result was the opposite of the hypothesis; students over time increased in their club membership, but not significantly. After the onset of new university-wide policies, students began joining clubs at a higher rate.

Acknowledgements

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Chapter 1 Introduction

The year 2020 was not an ideal time to be a college student. A pandemic threatened students' lives, health, and educational pursuits. Students were forced away from campus on short notice to finish classes online. After returning to campus for the Autumn 2020 semester, I found the atmosphere I used to know was nonexistent.

The very subject of a decline in engagement I felt was happening at the same time I was assigned to read *Bowling Alone* by Robert Putnam for my Philosophy, Political Science, and Economics class. This content of his article, combined with graduation on the horizon, led me to think about how to navigate involvement within a new community after graduation, and how technology can influence relations with people I meet.

The results of this study are important because of the implications they have for students' lives after graduation. This study will show where students are with their levels of engagement while they are in college, and thus how they will potentially act after college in a new community. As the research shows, many colleges are geared towards offering an education for the good of the greater community. Current college students are the future leaders of America, so this study is important in showing their willingness to engage with their peers amidst a world of technological innovation.

The question this study seeks to answer is: *How has America's Declining Social Capital Impacted Student Organizations at The Ohio State University?* The purpose is to quantitatively assess if there is a decline in civic engagement amongst college students at Ohio State, using the theory of Robert Putnam as a guide. Putnam asserted that across America, there has been a

steady decline in civic engagement, or involvement with others that builds repertoire in one's community and makes it a place where people can coordinate better, since the 1960's. He used membership in organizations as a measure, which is replicated quantitatively in this study.

Hypothesis

The hypothesis for this study is that there will be very minimal change in membership in a declining direction. This is the initial hypothesis due to Putnam's findings and contemporary understanding of the behaviors of college students since the onset of convenient, hand-held technology. It does not seem as though students will be rushing to join clubs due to Putnam's reasoning. The hypothesis expects that the time series results of this study will be straight lines with a slight decline despite the efforts of Ohio State and other colleges, which is discussed in Chapter 2.

Assumption and Limitations

This study assumes that Putnam is correct in his theory, and that community engagement across America has seen a decline in the past several decades. By assuming this, the results will show the validity of whether students at The Ohio State University are following this trend and answer the question posed. The other assumption is that the clubs in this study were in good standing and established with the university. This was noted by their status on the Office of Student Life webpage. An organization is established when it meets the criteria found in the Appendix.

This study had a large number of limitations due to its being a construction of a novel dataset. The first limit is the accuracy of the measure of active engagement in the club. Just because a student was a member does not mean that they were attending meetings and events. In this study design, there is no way to measure this, especially with older data and protecting

student privacy. Graduate student organizations pose a unique example, as all the samples collected are measurements of enrollment in the graduate program, not voluntary involvement.

Another limitation is that this study was done only on OSU-sponsored clubs who are approved within the Office of Student Life. There are other off campus clubs that are not sponsored by or affiliated with the university that students can be engaged in, as well as clubs that have been suspended or unapproved. The result in chapter 4 eliminated clubs that formed any time after the Spring 2019 semester due to the COVID-19 pandemic. During the 2020-2021 school year, many clubs were inactive due to restrictions, and thus the data they had for membership would not be reliable for this study. The one exception to this limitation is the inclusion of a time series analysis of the Digital Flagship Initiative in Chapter 4 because post COVID-19 data was needed to conduct this analysis.

The next limitation addresses the diversity of clubs. Many of the clubs have been established with traditional students, approximately ages 18-22, in mind. Not all students enrolled at Ohio State choose to be invested in clubs because of other time-consuming obligations. Clubs also could have been competitive in which the only members were applicants who were accepted, and membership was limited to a certain number. The data from competitive clubs would not account for all the applicants.

The final limitation of this study is that the data was collected from two separate locations due to the expansion of resources throughout the course of the project. As noted in the methodology section, some data came directly from student organizations. The rest of the data is directly from the database in the Office of Student Life. This happened because about halfway through the project, the Office of Student Life agreed to collaborate on this study. The data coming from both sources is examined together in chapter 4.

In assessing these limitations, it may be the case that this study and the limited scope of it may not be sufficient to support the claims made in Chapter 5. However, it is the construction of a novel dataset, and these results are important to start to clarify a trend.

Chapter 2 - Review of Literature

In the field of higher education, civic engagement is becoming increasingly important for socialization amongst peers in the short term, and benefits in the long term. Scholars in this field who predate this novel dataset write about how college students interact within the campus community and beyond. The studies outlined below are qualitative measures of civic engagement in clubs and activities amongst students, setting the groundwork for the implications of the qualitative findings in this study. The literature reveals that there are many lenses through which student involvement in clubs and organizations can be interpreted and measured as they relate to building social capital.

Civic Engagement Importance and Benefits

Robert Putnam suggests in *Bowling Alone* that there has been a general decline in civic engagement across the United States since the 1960s. People are less connected within their communities, even though they are more educated. Putnam measures this through the “General Social Survey,” which found that people are less likely to be affiliated with their community over the past several decades (Putnam). This is the assumed premise on which the dataset in this study was collected and analyzed.

Civic engagement is a positive behavior within a community because it promotes trust and coordination within a group. People can come together to bond over their values and

establish norms or pillars that dictate how people can act within a group to benefit themselves and those around them. Civic engagement as an academic term is becoming increasingly difficult for scholars to agree on due to many different ideas about what the ideal community should look like, according to Barbara Jacoby in *Civic Engagement in Today's Higher Education: An Overview*. She mentions the idea of how it may be tied to people being responsible, involved, and invested (Jacoby). In this current dataset, there is no way to know if the students are involved and invested, or if they are simply members on the list. However, those who are active in the club have a common view of the ideal community and culture they can build, thus exemplifying Putnam's idea of norms.

Bryan Nichols' *The Musical Participation and Consumerism of Two Non-Music Majors Enrolled in a University Men's Glee Club* opens by describing civic engagement in action:

Chorus members generally came early to rehearsal and a festive atmosphere was present as members greeted each other and shared stories from the previous few days. Usually, the members could be found chatting with a neighbor or in small groups, with some members seated in the rows of chairs or standing just outside the doorway. At least a few members usually gathered around the piano as someone played popular or classical music, although the accompanist frowned on this use of the piano prior to the start of rehearsal. The same scenario was often present following each rehearsal, in which some members lingered behind enjoying lively or serious conversation or gathering again around the piano. (Nichols, 135)

Nichols' analysis explains that clubs are a means to the positive outcome of social capital. The students in this anecdote benefitted from the network they built, and the connections formed beyond one commonality, the chorus. Nichols' observations are relevant to this current study

because of the dynamic details he includes about the students. The anecdote is helpful to see that at club meetings, more social interaction happens beyond an official agenda, and these small, insignificant conversations are the beginnings of strong social capital.

Keeping Nichols' example in mind, Putnam notes that there are "collective benefits" such as economic progress and trust of others in a community that come out of widescale civic engagement, making decision processes easier (Putnam, 2). According to Christine Cress et al. in a pamphlet for *Campus Connect*, civic engagement establishes "reciprocal partnerships" between people. They state that people being civically minded in a community builds positive "infrastructure" and establishes networks of progress (Cress, 5). Using these terms to analyze the current study, the positive infrastructure built at Ohio State are the student organizations themselves. The Office of Student Life supports the progress of the clubs through resources such as leadership peer coaching.

In *Civic Engagement Scale: A Validation Study*, Amy Doolittle and Anna Faul reaffirm the positive outcomes that a community can gain from more civic engagement. Their study focuses on the positive outcome of problem solving, noting that "we have witnessed an evolution of our society into one that views problems as private...we assume that people have the resources they need to solve their own problems." They found that the two most important predictors of engagement are attitudes and behaviors (Doolittle and Faul, 1). The current study unfortunately cannot measure problem solving and other qualitative measures, as it is limited by being a quantitative study. However, Doolittle and Faul's findings are important to keep in mind, as problem solving is an important soft skill that students can potentially learn through club involvement.

Service-learning clubs are the most beneficial type of club for participation, according to Fletcher Winston in *Reflections upon Community Engagement: Service-Learning and Its Effect on Political Participation after College*. This is because being involved in them is strongly correlated with elevated levels of political participation after college, another measure Putnam used in the General Social Survey. Service learning requires “identity development” which is extremely formative for a student’s interaction with the world around them (Winston). Although this current study cannot qualitatively measure whether the students involved in service-learning organizations achieved these outcomes, this study will show the numeric extent to which students are involved in service-learning organizations.

As Seen Through Anthropology

An anthropological analysis of the idea of civic engagement highlights the problem, or what the individuals within the larger campus community lose when students are not engaged with one another. When students no longer want to be involved in clubs, they lose the small, seemingly meaningless interactions previously described by Nichols. This closing section dives further into the natural behaviors that a quantitative study cannot show, and the situations students are navigating on campus in which they are engaging with their peers. In the following paragraphs, two studies by anthropologists amplify the behavioral problem that this study seeks to quantify.

In *My Freshman Year: What a Professor Learned by Becoming a Student*, Rebekah Nathan, a professor, put herself in a position to observe college freshmen by being one of them at “AnyU.” She did all the traditional activities, lived in the dorm, and documented her journey through conversations she overheard and behaviors she noticed from her new peers.

The most significant story to come from Nathan's book as it relates to the current study was the story of "Movie Night." When Nathan lived in the dorm, the RA tried to put on an event, and asked students when they had free time so that students could all watch a movie together. According to the questionnaires, Tuesday night at 8pm worked best. Two students showed up to the first event, and zero showed up for the second, making the event a failure, even though students said they wanted to have events, and Tuesday night was the ideal time. Commenting on this event, Nathan noted that the students had a different perspective on the failure of "Movie Night." She said many of them either forgot, got swamped with other work, or simply didn't have the energy to go. She deduced that they valued "individualism, spontaneity, freedom, and choice" more. However, she found that many of them still desired community with other students, leaving the RA to wonder what to do to provide it (Nathan).

Michael Moffatt followed the lives of college freshmen at Rutgers University in the late 20th century in his book *Coming of Age in New Jersey: College and American Culture*. Like Nathan, he found that extracurriculars were facing a decline in membership, but in the context of the time period that the book was written, it was for a different reason: resistance. Moffatt explained that colleges and universities were beginning to shift their priorities in developing a holistic student, so professional staff was being added to make clubs and organizations under bureaucratic control and lose the spontaneity many students valued (38). Even though the shift to bureaucracy makes this current study possible, Moffatt alludes to generations of authentic college clubs that were lost in the shift for a new, profitable system of student development under the watching eyes of the institution.

Both Nathan and Moffatt note that a lot of the engagement that happens amongst college students is found in the interactions between the lines of a normal, routine day. Moffatt refers to

it as “friendly fun” and Nathan calls it “real college culture.” Nathan says that real college culture “remained beyond the reach of university institutions and personnel, and centered on the small, ego-based networks of friends that defined one’s personal and social world” (Nathan). Moffatt’s friendly fun is the “endless verbal banter by which maturing American youths polish their personalities...learning [the] amiable, flexible social skills...[it] was the bread and butter of college life as the undergraduates enjoyed it at Rutgers in the 1980s” (33). Through both accounts of the same phenomenon occurred in different generations, these anthropologists have shown that social capital is built on conversation with others in an informal setting. Even though the clubs in this study are formal, the conversations that spark between members in the club environment have these characteristics.

Positive Outcomes

In the study *Professional Student Organizations and Experiential Learning Activities: What Drives Student Intentions to Participate?* Laura Munoz says that college students, by the nature of their status, have limited amounts of free time and elect to use that free time for something that will benefit them after college. Munoz justifies this through the “experiential learning theory.” Students will be more attracted to clubs that offer real world experiences and opportunities to network and develop by being immersed in the activity. She examines this specifically through business organizations, which provide the types of experiences that potential employers are looking for (Munoz).

Munoz also lists five positive outcomes from being involved in organizations that are oriented to business students: “interpersonal skills,” “networking skills,” “contact with professionals,” “professional development,” and “entrepreneurial activity” (Munoz, 48). Jacoby expands on this list, adding “valuing diversity,” “behaving, and working through controversy

with civility,” and “developing empathy, ethics, values, and a sense of social responsibility” (Jacoby, 9). Even though they are qualitative measures, the inclusion of these specific soft skills by Munoz and Jacoby are helpful in showing the benefits of civic engagement as they pertain to individual community members.

Leadership develops “human interaction” and “relational skills” according to Bryan Patterson in *Influences of Student Organizational Leadership Experiences in College Students Leadership Behaviors*. His study used the Leadership Practices Inventory Scale (LPI), developed by Kouzes and Posner in 1998, which had five fundamental pillars that a leader should be: inspiring, challenging, lifting up others, being a good role model, and encouraging. This study found a positive correlation between being involved in a college club and developing these variable values. However, it is limited in the following categories: service, social, social service, fraternity, sorority, honorary, sport, and ‘other’ (Patterson). Munoz noted that intentions of students to participate is grounded in what they “value...in a crowded marketplace of student organizations” (Munoz, 50). The variety of clubs and organizations that exist provide many opportunities to develop and reinforce students’ values in the formative years of their lives.

Collaborating on the article *Athletics, Clubs, or Music? The Influence of College Extracurricular Activities on Job Prestige and Satisfaction*, Jeongeun Kim and Michael Bastedo conclude that being involved in clubs and organizations in college makes students with similar test scores stand out. They bear the mark of having the ability to be “cooperative coworkers” and having the potential to “resonate culturally” with a potential employer. They write that “in employers’ eyes, people who pursue extracurricular activities have superior social skills, time-management skills, and passion and commitment, compared to those who are only academically

oriented” (Kim and Bastedo, 253). This study highlights the post-college benefits of being involved in extracurriculars and how it translates to interacting with others.

Jacoby asserts that civic engagement on a college campus prepares college graduates to be community-oriented problem solvers or involved in “responsible citizenship.” She says that service learning involves having hands on experience impacting others. A critical tool for success in this regard is reflection because it encourages the student to conceptualize what they have learned from the experience and see the wider impact it has made on their development (Jacoby)(Winston). By using skills developed in student organizations while in college, students are better prepared to pursue the best development of themselves and their future communities after they graduate.

Kathy Komperda et al. in *Effects of a Virtual Writing Club in a College of Pharmacy* assert that club accessibility is important for retaining membership. They found that the club members who were already busy pursuing graduate degrees in pharmacy found it difficult to commit to an extracurricular club. Turning it into a virtual environment improved retention and helped the club achieve its mission of more publications (Komperda). This study shows how the creative solution of technology incentivized students to be more involved. Komperda's study will be a helpful consideration for discussion in chapter 5, which theorizes that technology played a vital role in the results of the current study.

The studies above outline the qualitative attributes and skills students gain when they join a club. The subsequent study quantifies the number of members in clubs over the years. Knowing the background that students gain by being involved, the results of the study will show the number of students who are involved, and therefore eligible for these benefits.

Chapter 3 – Methodology

This chapter serves as an outline for how the hypothesis of the study was tested, and the procedures used to gather data and conclude accordingly. Restated here, the research question asks: *How has America's Declining Social Capital Impacted Student Organizations at The Ohio State University?* The hypothesis, as discussed in chapter 1 is that there will be little to no change in the number of club participants, and if there is a change, it will be in a negative direction. The following method and rationale were used to quantify membership in student clubs at Ohio State University and test the hypothesis. Instead of using Putnam's survey approach in the General Social Survey, this study sought data on club membership in which no individuals were questioned.

Sample and Population

The potential sample size at the time of the research was 1,335, according to the office of student life webpage (The Ohio State University Office of Student Life. "Student Organizations."). This is the number of registered and approved (see appendix) clubs at Ohio State as of July 2021. Even though the study could have been done by reaching out to every club possible, it was best to only reach out to clubs who were "established". For information on what makes a club fall under this category, see the Appendix.

The Ohio State University was chosen as the school for which the data was collected because it is located within the Midwest and is one of the largest universities in the United States. There is a diverse student body that comes from all over the country and the world for educational pursuits and thus has a myriad of students with different interests and ideas for making clubs and socializing with one another.

The website lists all the clubs and splits them into sixteen different categories:

Academic/College, Awareness/Activism, Community Service/Service Learning, Creative and Performing Arts, Ethnic/Cultural, Governance Organizations, Honoraries/Honor Societies, Media, Journalism, and Creative Writing, Religious/Spiritual, Social Fraternities/Sororities, Special Interest, Sports and Recreation, Technology, Graduate, Professional, and Undergraduate. The goal of the research design was to obtain data from five clubs from each category, totaling eighty. Eighty clubs out of the 1,335 listed is approximately five percent. Although eighty was the intended goal, the total amount gathered in this study was thirty.

Procedure

Participants were collected via email and written consent. The email to the individual clubs, found in the appendix, was sent to the president, and a carbon copy was sent to the vice president, treasurer, and general email listed on the office of student life public webpage. It was sent to all four contacts to let the whole leadership team come to a decision together if they wanted to participate. It contained the specifications outlined by the IRB and adhered to consent guidelines. The following clubs provided data from their own records: Men's Glee Club, Bread Club, Student professional Development Association, Black MBA Association, Mock Trial, Student Alumni Council, Geography Graduate Organization, Boo Radley Society, Zoo, Wildlife, and Conservation Medicine Club, and Buckeyethon.

After sending a similar email to the Office of Student Life, which is also copied in the appendix, they offered to gather anonymous data from clubs who gave their consent. Using their database, they provided the data for the following clubs: Special Olympics, Bass Fishing Club, Hospitality Management Association, IEEE Graduate Student Body, Club Softball, Circle K, OutLaws, Undergraduate Business Council, Sundial Humor Magazine, CFAES Student Council,

CHAARG, Alpha Pi Omega, Sports Business Association, Minorities in Philosophy, Competitive Programming Club, Ratio Christi, Actuarial Club, Alpha Chi Omega, Harry Potter Alliance, and Sierra Coalition. These clubs consented through the third email copied in the appendix. The Office of Student Life also provided the Student Organization Growth Report (see Result 2 in Chapter 4).

Email was the primary communication tool because the study began over the summer semester of 2021, and many students were away from campus due to COVID-19 or other summer activities. The Office of Student Life was also more accessible through a virtual format during the summer. The emails were used to account for the uncertainty of COVID-19 protocols, protect individual student privacy, and fully inform participants of their rights.

For future replications of this study, the preferred method would be to send a variation of the third email first. This would ensure that all the data is from the student life database. This way, participants need to do less work to look back and find data on their club that may not exist. Additionally, this study would likely yield more participants if it was done during the school year rather than the summer.

Data Analysis

The data collected was examined using the programming software R (R Core Team). The “ggplot2” package was used for Results 1-4 (Wickham) and Results 5-6 used an Interrupted Time Series Model.

Graphs 1-4 are general pictures that help to comprehend the novel dataset and assist with the visual story the data tells through the different categories in which the data can be split. Graphs 5-6 use a linear regression model to show the effects of two campus-wide policies enacted by Ohio State (Mihael).

Chapter 4 - Results

This project sought to determine if Putnam's theory about Americans declining in civic engagement is present amongst college-age individuals at the Ohio State University. The hypothesis is that there would be little to no change amongst individual and overall membership in student organizations. The data collected through the processes outlined in the methodology chapter is presented in six graphs, and accounts for five variables: academic vs. extracurricular, charging dues, second-year students living on campus, generational gap, and category.

It is important to note that the years correspond to academic years. For example: 2012 is the 2012-2013 school year, and the data was put into the system in the autumn semester of 2012. The data from 2019 represents the autumn semester of 2019 only. Due to the high volume of members, Alpha Chi Omega and Buckeyethon were excluded from the graph so that the other trends for the other clubs could be analyzed more effectively. Similarly, the data from the Geography Graduate Student Organization from 2000-2009 was omitted to get a better zoomed-in picture.

Result 1 – Total Members by Club

In this graph (see Figure 1) ordered by increasing means, most clubs have a steady, constant line with a slight increase. The hypothesis stated that if there was a change, it would be in a negative direction, not positive. The results based on the interpretation of this graph were not expected based on Putnam's theory, the underlying assumption upon which the hypothesis was made.

Result 2 – Student Organization Growth Report

This graph (see figure 2) shows the relationship between year and number of active organizations (see appendix for determination of if an organization is “active”). The data for this graph was provided by the Office of Student Life. This graph shows that there is a general increase in the number of organizations. It can be inferred that students throughout this period were engaging with each other and initiating creative ideas to start new clubs. In 2010, there were less than 200 active clubs, and as of autumn 2021, there are over 700 active clubs.

Figure 2. Student Organization Growth Report

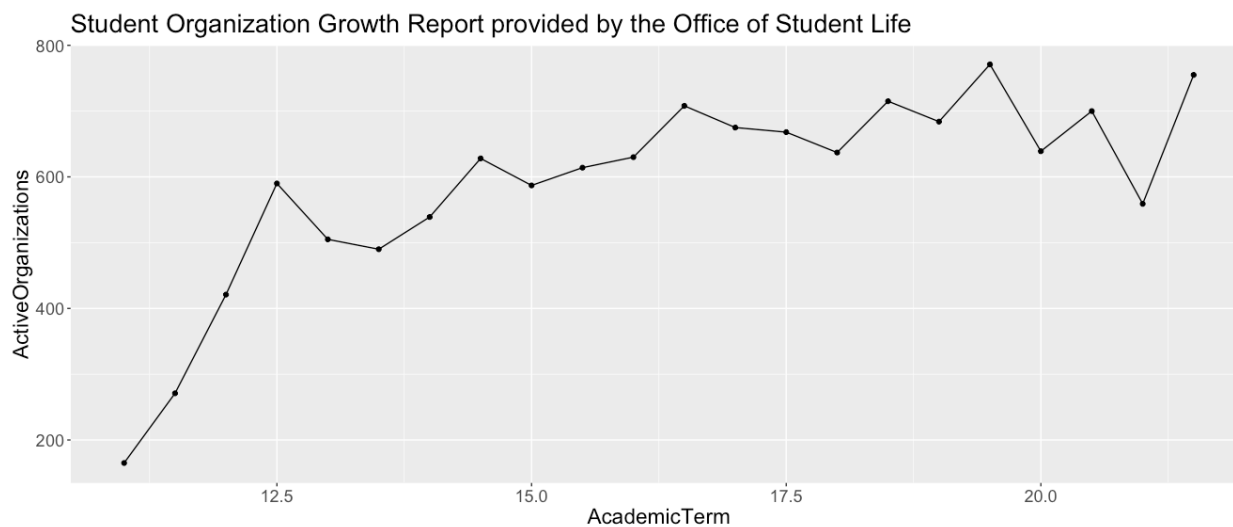
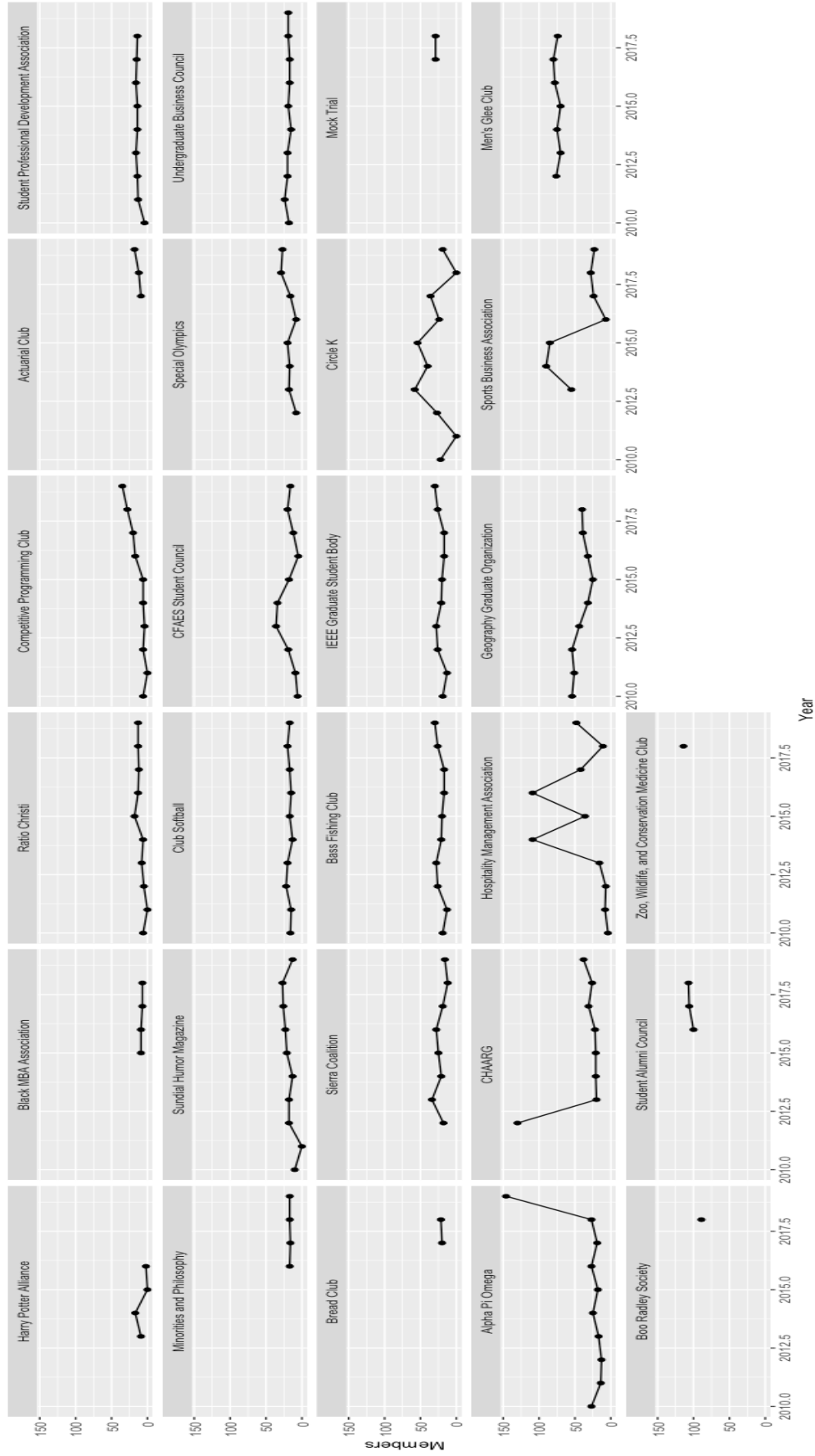


Figure 1. Membership for individual samples collected by process outlined in Chapter 3 (see page 19)

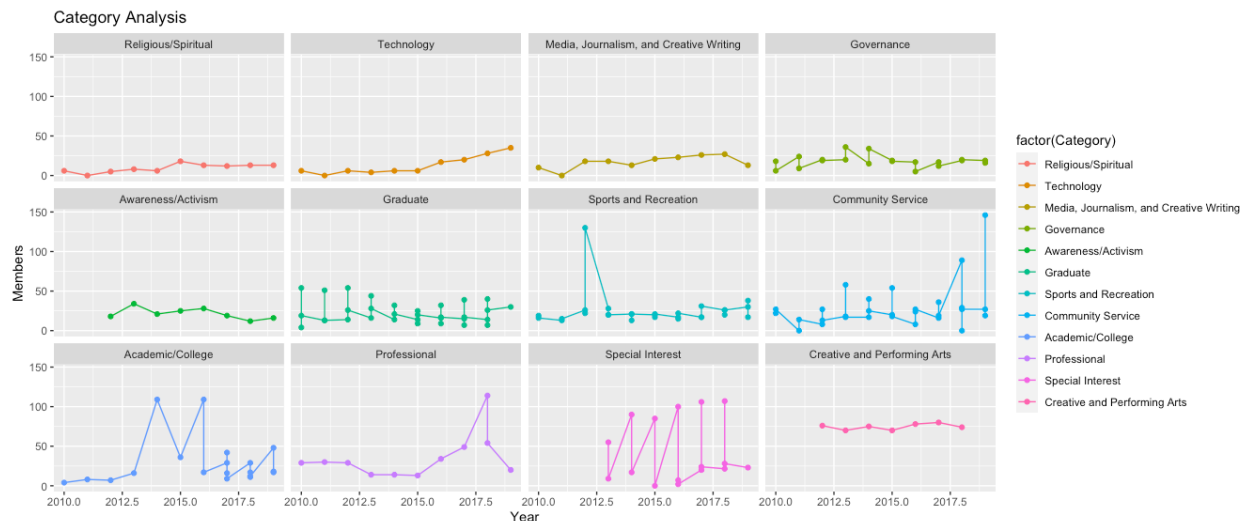
Membership for Individual Samples



Result 3 – Category

This graph shows the number of members per club within their respective category (see figure 3). The category was determined based on the club's page on the public website (The Ohio State University Office of Student Life). This graph is ordered by increasing mean members. Unfortunately, not all categories are accounted for. In some categories, there is only one observation, so this data may not be sufficient to conclude whether or not category is significant in terms of civic engagement.

Figure 3. Category Analysis

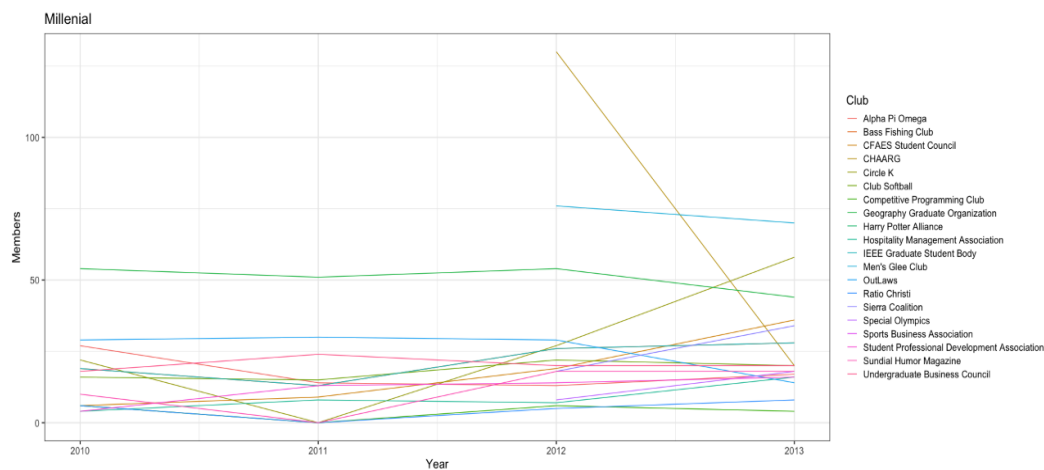


In interpreting figure 3, it is apparent that most categories follow the pattern of being steady, but increasing over time. The individual points are total counts for all clubs in that category for that year. The most significant categories to note are the Technology category and the Community Service categories, both of which grow over time, and hit their peak in 2019.

Result 4 – Generational Gap

This analysis and the following three graphs depict the students according to their generation in order to test if certain upbringings and cultural times affected their desire to be involved (see figures 4-6). These charts do not account for non-traditional students. Millennials only were on campus from 2010-2013, and they overlapped with Generation Z from 2014-2017. 2018-2019 contained Generation Z only.

Figure 4. Millennial Analysis



In figure 4, millennials keep a steady trend of being steady over time. It also shows that as time goes on, more clubs enter the picture and add to the total. It is hard to find a general trend since this graph includes all of the individual clubs, who all had individual tactics for retaining members. It is also important to note that portable technology was increasing in its use during this time period.

Figure 5. Overlap Analysis

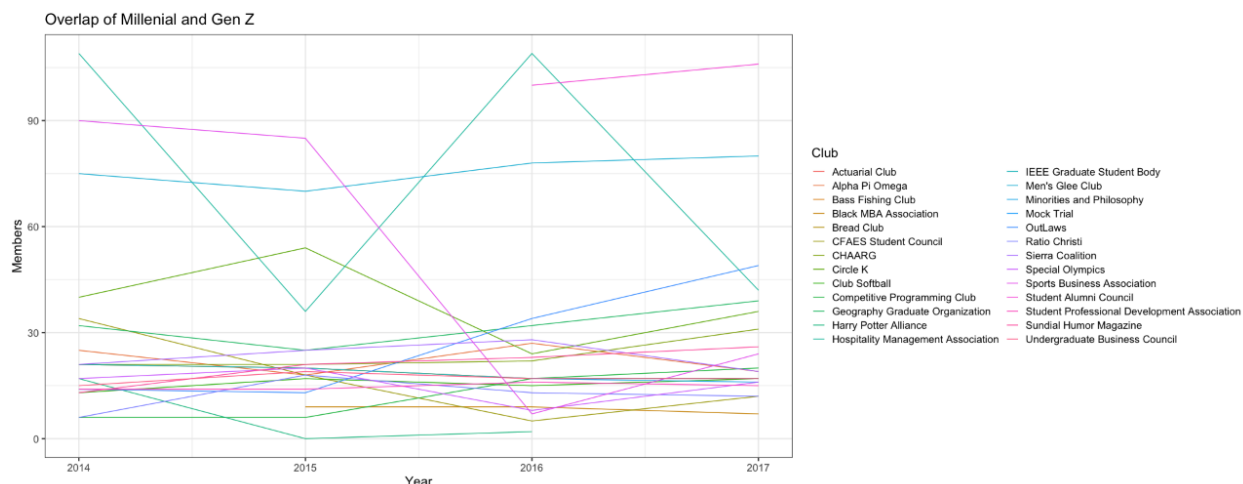


Figure 5 is important because it represents the intertwining of two generations. There are more clubs total represented in this graph, which is consistent with figure 2. In general, they seem to grow in membership over time. Looking at 2017, most of the individual lines are upward-sloping.

Figure 6. Generation Z Analysis

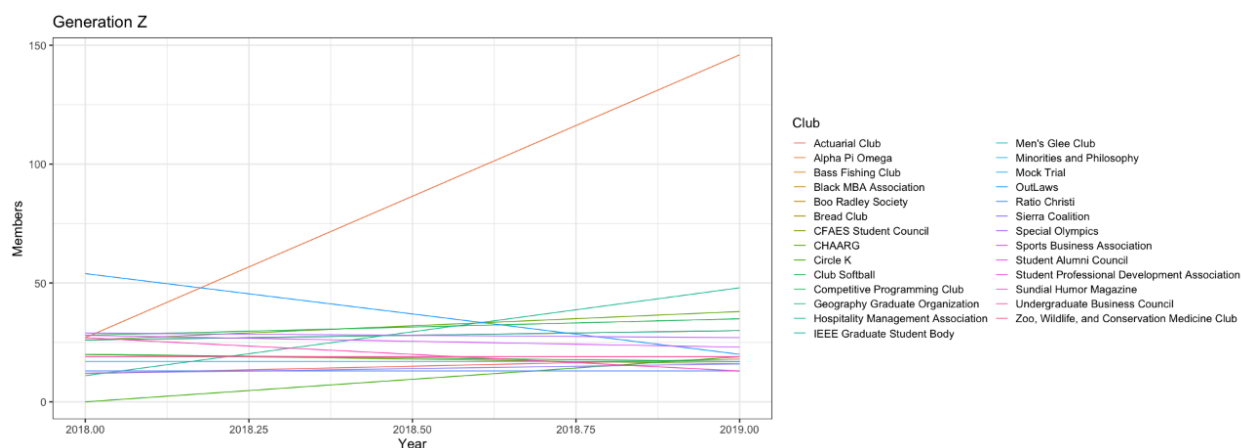


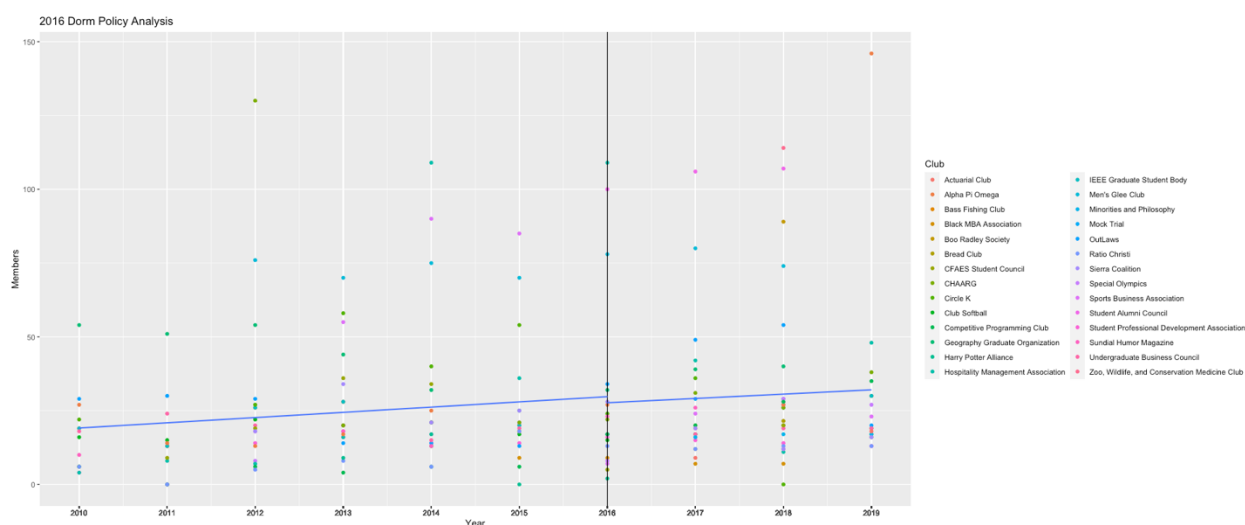
Figure 6 is the graph that is most important in analyzing contemporary changes in membership. Keeping in mind the limitations, most of the students represented here lived on campus for two years, and all of them had school-issued iPads. These lines together indicate almost a linear

relationship. However, only two years are represented due to the limitations of data from the year affected by COVID-19.

Result 5 – Ohio State Dorm Policy

In 2016, Ohio State decided to implement the policy that all second-year students were required to live on campus, with few exemptions. They did this because they had recently built new dorms to accommodate two years' worth of students, and they say that the research shows that it “enhances student success” (Housing: The Ohio State University). This graph shows two separate regressions using the $\text{lm}(y \sim x)$ model that show membership before and after the policy (see Figure 7).

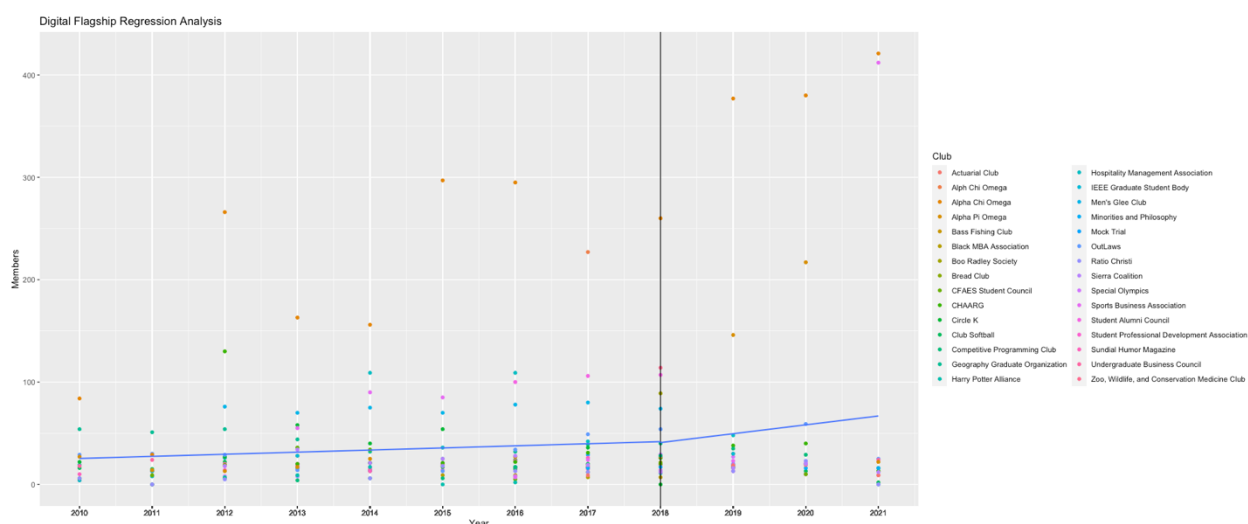
Figure 7. Analysis of Membership on Ohio State Dorm Policy in 2016



Result 6 – Digital Flagship

Digital Flagship was a policy enacted at the start of the 2018 school year that gave all incoming students an iPad pro. The goal of the initiative “is to provide students with tools to enhance their career-readiness for the technological economy in which we live” (The Ohio State

University at Newark). The data used in this graph contains data from the 2020 school year, which may be inaccurate due to the campus-wide restrictions due to COVID-19. However, it was



needed in order to have enough years for the regression lines to work (see Figure 8). Similar to Figure 7, there are two regressions within the same graph that account for trends before and after the initiative using the model $\text{lm}(y \sim x)$.

Chapter 5 - Discussion, Conclusion, and Recommendations

In conclusion, if assuming Putnam's theory is correct in that people across America are experiencing a negative trend about regarding civic engagement, it is not happening within Ohio State's student body. In determining that the hypothesis and assumption are incorrect, this chapter explains some reasons why the increasing trend is what the data concludes. Three factors that quantitative data cannot account for are the impact of technology, and COVID-19's social effects.

Technology

Technology is an important consideration when analyzing the results of this study because it became increasingly more used by the population studied, college students, during the period for which the data was collected. Since college students increasingly began to accumulate their own devices throughout this time period and used them as a means of socialization, it became easier for clubs to acquire more members. One explanation of that can be social media's increased presence in the daily lives of these students, and clubs were able to make social media accounts to recruit members and market their events on these platforms. Additionally, apps like GroupMe were introduced for easier communication so that students could know about club events. On top of this, they could text their friends and make a small group to go with if the anxiety of not knowing anyone were to be a barrier.

As can be seen in the Student Organization Growth Report (Graph 2 in the Appendix) and analyzed previously in Chapter 4, the number of clubs overall is growing. This compared with the technology result in Result 3 shows that the amount of people in technology clubs is increasing. There is only one club that falls within this category, so it is not sufficient to make this claim definitively. However, it could be a trend that could be explored in further study or replication of this research subject. As of the Autumn 2021 semester, there are 120 clubs that fall within this category. Looking at its growth in membership size would be a good supplement to the findings presented in this paper and would help in solidifying these theories about technology's impact on student organization membership increases. Another idea for a further study could be to look at any of the sixteen categories and do a similar analysis in only one category.

Another relevant reason that technology could have made increased membership in clubs is counterintuitive. College students may be spending so much time on screens that they feel the need to seek out activities that are hands-on and can be done in an environment that doesn't require a screen. This could be due to burnout from doing assignments all day and sitting idly and feeling the urge to socialize in a new setting that is more stimulating. A common sentiment and complaint of many students was zoom and screen fatigue, so these results may show a growing disdain for the negative impacts of technology.

COVID-19

As mentioned in the introduction, the COVID-19 pandemic was a shock to the college student experience. More than that, it was a social shock in which people had to adjust to new ways of interacting with others. This included new, online platforms such as Zoom, and in-person with face coverings and social distancing. It caused people to rethink creative ways in which they could interact with their communities. This is reflected in the Student Organization Growth Report, as clubs grew during the 2020 and 2021 school years. It was a common sentiment that students missed having a community to rely on during a crucial period in their lives.

It may be too early to assume that COVID-19 made people want to become more involved in student organizations after the pandemic is over, based on the data in this study. However, there are several clues that hint that that is the direction in which the trend is going into the future. First, looking at the Student Org Growth report, the number of Active Clubs was the highest it has ever been. This could be because during the socially distant times of the pandemic, students came up with creative ways to socialize because they missed socialization so much. Another reason for this could be that students who were in their first year in the 2020-

2021 academic year probably did not make as many social connections and thus wanted to get more involved in the Autumn of 2021 to combat that loneliness and disconnection from the greater campus community.

University-Wide Policies

Graphs 5 and 6 depict the effect of two university policies on club membership: the 2016 policy that second-year students have to live on campus, and the Digital Flagship initiative.

In both of these graphs, the trendlines increase after the onset of the policy. Thinking practically, living on campus may aid students in being club members because they are surrounded by academic peers and Resident Advisors who may encourage it by hanging up posters. Additionally, meetings are typically held on campus, so there is more accessibility to attend meetings and events.

As for Digital Flagship, it also seems that the trendline is increasing after the policy. This could be because of reasons mentioned in the technology section above. Beyond those reasons and thinking of the iPad specifically, students who received an iPad may have wanted to join clubs due to apps that were pre-downloaded on the iPad that helped students explore campus involvement virtually and search for clubs that matched their interests.

Conclusion

Putnam was not incorrect about the general decline of social capital amongst Americans in the late 20th century. However, when *Bowling Alone* was published in 1999, he could not have known the impact that 21st century technology would have on people, especially the idea of almost everyone having a personal device. Putnam at the time of writing could not anticipate the cultural changes that Millennials and Generation Z would experience due to technology.

Contemporary colleges are still trying to balance matriculate students who are educated so that they can make the community a better place with fears about the detriments of technology. Ohio State has done that through their implementation of the dorm policy in 2016 and digital flagship in 2018. As for the students, the results show that they want to gain more than experience for a resume in a club; they want to experience what it means to be involved in a community and build social capital. The soft skills they learn from being actively engaged in others will benefit them in the long run after graduating from the campus community. The students' behaviors in this study are reflective of this generation of leaders, thus it is encouraging that they are trying to get more involved.

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Appendix

Responsibilities of Registered Student Organizations:

Complying with applicable federal, state, and local laws and with University regulations, including but not limited to the provisions of the Ohio Administrative Code including the Rules, Regulations, and Bylaws of The Ohio State University, The Ohio State University Operating Manual, the Code of Student Conduct and guidelines promulgated by the Senior Vice President for Student Life. Copies of pertinent documents are available at the Office of Student Conduct;

- Planning and implementing their own programs and activities;
- Sponsoring and supervising their programs;
- The safe operation of their programs;
- Assuring that facilities are used for the purpose for which they were scheduled;
- The activities of non-student members and guests while participating in the activities of the student organization;
- Sound fiscal management and prompt payment of debts incurred, including maintaining fiscal records that include:
 - o Checkbook;
 - o Check stubs or copies of all checks;
 - o Consolidated receipt/disbursement book;
 - o Paid bills and invoices for all purchases;
 - o Copies of receipts issued for all cash payments;
 - o Other documents, reports, receipts, photographs, etc. that the organization deems important;
 - o Financial statements; and
 - o Budgets;
- Expending student organization funds to further the purpose(s) of the student organization and not for the private benefit of its officers or members;
- Keeping the organizations' faculty/staff advisor informed of its activities, programs, and financial standing; and
- Maintaining up-to-date online registration records – including officer contact information, advisor contact information, and constitution – with the Office of Student Life.

To be a recognized, established organization eligible for funding:

- Constitution on file with Student Activities, must include:
 - o Organization purpose that is tied to the educational purpose of the University and supports the mission of Ohio State
 - o Membership selection and removal process, including application timelines, membership contact person, and any other membership eligibility/ineligibility criteria
 - o Officer selection process, including any applicable officer eligibility criteria, and officer removal process, including cause(s) for which an officer may be removed
 - o Statement of nondiscrimination prohibiting discrimination on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, protected veteran status or any other basis in accordance with these guidelines
- At least 3 Student Officers, including a Primary Leader, Treasurer, and Secondary Leader(s) (e.g., co-president, vice president or equivalent).
 - o Primary Leader and Treasurer must be enrolled as full time students; Secondary Leader(s) must be student(s) in good standing
 - o Student Officers must be selected in accordance with the officer selection process specified in the organization's constitution. Student Officers must also meet minimum GPA requirements, based on minimum requirements for good standing as set by the Office of Academic Affairs, Graduate School, and individual professional colleges □ 2.0 Term GPA for Undergraduates □ 3.0 Term GPA for Graduate Students □ 2.0 Term GPA for Professional Students
 - o A student organization formed to foster or affirm the sincerely held religious beliefs of its members may adopt eligibility criteria for its Student Officers that are consistent with those beliefs³
 - o Students not enrolled in summer classes (but who will be enrolled the following fall) are eligible to hold office; if enrolled in summer classes the GPA requirement is enforced as above
 - o Officers must not be registered officers in more than 3 student organizations
 - o Primary Leader must have completed Student Organization President Training
 - o Treasurer must have completed Student Organization Treasurer Training
- Student membership of 5 or more
 - o Membership in registered student organizations must be open to all eligible students □ So long as students are afforded an equal opportunity to attain membership, student organizations may impose neutral and generally applicable membership eligibility criteria such as the payment of dues, regular attendance, or achievement measures (e.g., writing competitions or minimum grade requirements)
 - o No student shall be excluded from full membership on the basis of sex, unless the student organization is exempt under Title IX of the Education Amendments of 1972
 - o Organization roster on file, submitted in format provided by Student Organization Management System
 - o 90% of the membership must be currently enrolled Ohio State students
 - o Faculty, staff, alumni, and the partners of students, faculty, staff, and alumni of Ohio State may participate in the activities and programs of student organizations as associate members, but may not comprise more than 10% of the total membership
- At least 1 faculty/staff advisor who is a member of the faculty or administrative and professional staff selected by the student organization in accordance with its constitution and bylaws
 - o Advisor must be certified by the Office of Student Life every 2 years by completing Student Organization Advisor Training
 - o Advisors may not recertify online in successive recertification period
 - o Advisor may not serve as primary advisor to more than 3 student organizations at the same time unless his/her job description requires advising more than 3 student organizations. The advisor's job description must be on file with the student organization's file with Student Activities. This rule does not preclude faculty and staff from serving in an informal co-advisory capacity to additional organizations.
 - o The name of the advisor(s), his/her email address, phone number, and OSU internet username must be included on the organization roster.
 - o Classified civil service employees, graduate administrative associates, and emeritus and retired faculty/staff may serve as co-advisors, but the primary faculty/staff advisor must complete the certification process for the organization to be registered.

- o Advisors are encouraged to submit an Indemnification Letter, signed by their direct supervisor, via the Student Organization Management System. The letter should be updated when advising roles and/or employment roles change.
- Identify the student organization as primarily graduate, professional, or undergraduate organization based on the composition of the organization leadership
- Submission of at least two goals for the year, with an update on progress or modification of goals on a per term basis, to be reviewed and approved by listed faculty/staff advisor
- Statement from the local, state, national, or international organization certifying affiliation when the student organization is a campus chapter of a local, state, national, or international organization (if applicable)
- o Constitution of the local, state, national, or international organization on file with the Office of Student Life
- Must adhere to the “Responsibilities of Student Organizations” below
- Tax ID number or an EIN (required to receive university funds)
- OSU AP Payment Compliance Form on file (required to receive university funds)
- Non-university checking account (with local bank or credit union) with president and treasurer as signatories OR a University chart field account maintained by an academic department, unless the organization does not have any organizational assets, i.e. dues, CSA funding, other University provided funds. Under no circumstances may organizational money be placed in personal banking accounts. (required to receive university funds)
- Organization must be in financial good standing defined as:
 - o Prior operating funds audits complete and on file with Student Activities business office, as applicable
 - o No outstanding debt as reported by other university departments or funding organizations/boards
 - Outstanding debt of greater than 60 days will result in the organization being unable to book meeting space, utilize the Resource Room, or receive additional funding
 - Outstanding debt of greater than 90 days will be considered grounds for revocation of an organization’s active status, and all benefits included therein
- Organization must be in continuous good standing at least two registration years
- Student membership of 15 or more
- Must renew registration annually by the April 15 or October 30 deadline (as applicable) to maintain Established status

Emails

Email 1

Hello [Name of President Listed on Website],

My name is Stephanie Renner, and I am a rising fourth year undergraduate student in Philosophy, Political Science, and Economics (PPE). I am doing a quantitative research thesis on the [theory of Robert Putnam](#) that the United States is facing a decline in civic engagement. The purpose of my study is to assess if his theory is present amongst college-age students at The Ohio State University in the early 2000s, up to 2019, the year before COVID-19. My research question asks: How has America’s Declining Social Capital Impacted Student Organizations at The Ohio State University?

In order to answer this question, I am gathering participation data from university-sponsored clubs and organizations to statistically assess trends in participation by year and compare them to other organizations. I am asking for data from your club [club] because it falls within the category [category listed on website]. By looking at this one category of the sixteen categories of clubs, I can come to a more cohesive conclusion about the population as a whole, and see if the data reflects a decline in engagement. This study is strictly quantitative, and I am asking nothing more of you than for your organization’s membership statistics over the years.

I would be interested in any data you can provide me with, even if it is only a few short years’ worth of membership. Please remove individual names from your data to protect individual student privacy. I’ve attached a sample for reference. Depending on the way your data is organized, it is optional to split it into semesters, and you can indicate that it is for the whole academic year.

Your participation is voluntary, and you may choose to change your mind at any time in regards to providing me with your club’s statistics. The club name will be posted in the study. Your information may be used or shared with other researchers without your additional informed consent. The principle investigator for this project is Dr. Thomas Wood, whom you can contact with any questions, concerns, or complaints about the study. His email is wood.1080@osu.edu, and his phone number is +1 [614-292-0674](tel:614-292-0674)

For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact the Office of Responsible Research Practices at 1-800-678-6251.

Email 2

Good morning [names of Office of Student Life Employees],

My name is Stephanie Renner, and I am a rising fourth year undergraduate student in Philosophy, Political Science, and Economics (PPE). I am doing a quantitative research thesis on the [theory of Robert Putnam](#) that the United States is facing a decline in civic engagement. The purpose of my study is to assess if his theory is present amongst college-age students at The Ohio State University in the early 2000s, up to 2019, the year before COVID-19.

My research question asks: How has America’s Declining Social Capital Impacted Student Organizations at The Ohio State University?

In order to answer this question, I am gathering participation data from university-sponsored clubs and organizations to statistically assess trends in participation by year and compare them to other organizations. I am hoping to get at least three responses from a club from each category of the sixteen categories based on the website. After analyzing the membership data from the clubs I have received data from, I will compare them to the population to determine if engagement in student clubs has seen a decline.

In addition to collecting this data from a sample of individual organizations, I am requesting the data for membership for student organizations as a whole over the years prior to COVID-19. This study is strictly quantitative, and I am requesting no more from you than these statistics. I would be interested in any data you can provide me with, but the further back it goes, the better it will be for assessing trends over time.

Your participation is voluntary, and you may choose to change your mind at any time in regards to providing me with the overall statistics for Ohio State student membership in clubs and activities. This information may be used or shared with other researchers without your additional informed consent.

The principle investigator for this project is Dr. Thomas Wood, whom you can contact with any questions, concerns, or complaints about the study. His email is wood.1080@osu.edu, and his phone number is +1 [614-292-0674](tel:614-292-0674).

For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact the Office of Responsible Research Practices at 1-800-678-6251.

Email 3

Hi again,

I am so sorry to bother you one final time, but if you are still interested in participating in my research project, the terms have changed (This is my first time doing undergraduate research, so I am learning as I go! Thank you for your patience and willingness to read these emails!)

I am now collaborating with the Office of Student Life, so you won't need to do any work to find the statistics yourself.

The new terms of the study should you choose to participate are as follows:

- The Office of Student Life will get membership statistics from this club dating back to approximately 2012. The statistics will not have any individual names to protect student privacy and will say how many members the club had each academic year.
- The club name will appear on the study, and trends will be analyzed using this membership data
- The anonymous information gathered may be used or shared with other researchers without your additional informed consent

In order to participate, talk it over with your team, and reply to me on this email. If not, no need to reply and I will assume you are not participating.

Have a great school year!

Data

Data used in Results 1, 3, 4, and 5

Category	Year	Club	Members
Creative and Performing Arts	2012	Men's Glee Club	76
Creative and Performing Arts	2013	Men's Glee Club	70
Creative and Performing Arts	2014	Men's Glee Club	75
Creative and Performing Arts	2015	Men's Glee Club	70
Creative and Performing Arts	2016	Men's Glee Club	78
Creative and Performing Arts	2017	Men's Glee Club	80
Creative and Performing Arts	2018	Men's Glee Club	74
Special Interest	2017	Bread Club	20
Special Interest	2018	Bread Club	21.5*
Graduate	2010	Student Professional Development Association	4
Graduate	2011	Student Professional Development Association	13
Graduate	2012	Student Professional Development Association	14
Graduate	2013	Student Professional Development Association	16
Graduate	2014	Student Professional Development Association	14
Graduate	2015	Student Professional Development Association	14
Graduate	2016	Student Professional Development Association	16
Graduate	2017	Student Professional Development Association	15
Graduate	2018	Student Professional Development Association	14
Graduate	2015	Black MBA Association	9
Graduate	2016	Black MBA Association	9

Graduate	2017	Black MBA Association	7
Graduate	2018	Black MBA Association	7
Academic/College	2017	Mock Trial	29
Academic/College	2018	Mock Trial	29
Special Interest	2016	Student Alumni Council	100
Special Interest	2017	Student Alumni Council	106
Special Interest	2018	Student Alumni Council	107
Graduate	2010	Geography Graduate Organization	54
Graduate	2011	Geography Graduate Organization	51
Graduate	2012	Geography Graduate Organization	54
Graduate	2013	Geography Graduate Organization	44
Graduate	2014	Geography Graduate Organization	32
Graduate	2015	Geography Graduate Organization	25
Graduate	2016	Geography Graduate Organization	32
Graduate	2017	Geography Graduate Organization	39
Graduate	2018	Geography Graduate Organization	40
Community Service	2018	Boo Radley Society	89
Professional	2018	Zoo, Wildlife, and Conservation Medicine Club	114
Community Service	2012	Special Olympics	8
Community Service	2013	Special Olympics	18
Community Service	2014	Special Olympics	17
Community Service	2015	Special Olympics	20
Community Service	2016	Special Olympics	8
Community Service	2017	Special Olympics	16
Community Service	2018	Special Olympics	29
Community Service	2019	Special Olympics	27
Sports and Recreation	2010	Bass Fishing Club	19
Sports and Recreation	2011	Bass Fishing Club	13
Sports and Recreation	2012	Bass Fishing Club	26
Sports and Recreation	2013	Bass Fishing Club	28
Sports and Recreation	2014	Bass Fishing Club	21
Sports and Recreation	2015	Bass Fishing Club	20
Sports and Recreation	2016	Bass Fishing Club	17
Sports and Recreation	2017	Bass Fishing Club	17
Sports and Recreation	2018	Bass Fishing Club	26
Sports and Recreation	2019	Bass Fishing Club	30
Academic/College	2010	Hospitality Management Association	4
Academic/College	2011	Hospitality Management Association	8
Academic/College	2012	Hospitality Management Association	7
Academic/College	2013	Hospitality Management Association	16
Academic/College	2014	Hospitality Management Association	109
Academic/College	2015	Hospitality Management Association	36
Academic/College	2016	Hospitality Management Association	109

Academic/College	2017	Hospitality Management Association	42
Academic/College	2018	Hospitality Management Association	11
Academic/College	2019	Hospitality Management Association	48
Graduate	2010	IEEE Graduate Student Body	19
Graduate	2011	IEEE Graduate Student Body	13
Graduate	2012	IEEE Graduate Student Body	26
Graduate	2013	IEEE Graduate Student Body	28
Graduate	2014	IEEE Graduate Student Body	21
Graduate	2015	IEEE Graduate Student Body	20
Graduate	2016	IEEE Graduate Student Body	17
Graduate	2017	IEEE Graduate Student Body	17
Graduate	2018	IEEE Graduate Student Body	26
Graduate	2019	IEEE Graduate Student Body	30
Sports and Recreation	2010	Club Softball	16
Sports and Recreation	2011	Club Softball	15
Sports and Recreation	2012	Club Softball	22
Sports and Recreation	2013	Club Softball	20
Sports and Recreation	2014	Club Softball	13
Sports and Recreation	2015	Club Softball	17
Sports and Recreation	2016	Club Softball	15
Sports and Recreation	2017	Club Softball	17
Sports and Recreation	2018	Club Softball	20
Sports and Recreation	2019	Club Softball	17
Community Service	2010	Circle K	22
Community Service	2011	Circle K	0
Community Service	2012	Circle K	27
Community Service	2013	Circle K	58
Community Service	2014	Circle K	40
Community Service	2015	Circle K	54
Community Service	2016	Circle K	24
Community Service	2017	Circle K	36
Community Service	2018	Circle K	0
Community Service	2019	Circle K	19
Professional	2010	OutLaws	29
Professional	2011	OutLaws	30
Professional	2012	OutLaws	29
Professional	2013	OutLaws	14
Professional	2014	OutLaws	14
Professional	2015	OutLaws	13
Professional	2016	OutLaws	34
Professional	2017	OutLaws	49
Professional	2018	OutLaws	54
Professional	2019	OutLaws	20

Governance	2010	Undergraduate Business Council	18
Governance	2011	Undergraduate Business Council	24
Governance	2012	Undergraduate Business Council	20
Governance	2013	Undergraduate Business Council	20
Governance	2014	Undergraduate Business Council	15
Governance	2015	Undergraduate Business Council	19
Governance	2016	Undergraduate Business Council	17
Governance	2017	Undergraduate Business Council	17
Governance	2018	Undergraduate Business Council	19
Governance	2019	Undergraduate Business Council	19
Media, Journalism, and Creative Writing	2010	Sundial Humor Magazine	10
Media, Journalism, and Creative Writing	2011	Sundial Humor Magazine	0
Media, Journalism, and Creative Writing	2012	Sundial Humor Magazine	18
Media, Journalism, and Creative Writing	2013	Sundial Humor Magazine	18
Media, Journalism, and Creative Writing	2014	Sundial Humor Magazine	13
Media, Journalism, and Creative Writing	2015	Sundial Humor Magazine	21
Media, Journalism, and Creative Writing	2016	Sundial Humor Magazine	23
Media, Journalism, and Creative Writing	2017	Sundial Humor Magazine	26
Media, Journalism, and Creative Writing	2018	Sundial Humor Magazine	27
Media, Journalism, and Creative Writing	2019	Sundial Humor Magazine	13
Governance	2010	CFAES Student Council	6
Governance	2011	CFAES Student Council	9
Governance	2012	CFAES Student Council	19
Governance	2013	CFAES Student Council	36
Governance	2014	CFAES Student Council	34
Governance	2015	CFAES Student Council	18
Governance	2016	CFAES Student Council	5
Governance	2017	CFAES Student Council	12
Governance	2018	CFAES Student Council	20
Governance	2019	CFAES Student Council	16
Sports and Recreation	2012	CHAARG	130
Sports and Recreation	2013	CHAARG	20
Sports and Recreation	2014	CHAARG	21
Sports and Recreation	2015	CHAARG	21
Sports and Recreation	2016	CHAARG	22
Sports and Recreation	2017	CHAARG	31
Sports and Recreation	2018	CHAARG	26
Sports and Recreation	2019	CHAARG	38
Community Service	2010	Alpha Pi Omega	27
Community Service	2011	Alpha Pi Omega	14
Community Service	2012	Alpha Pi Omega	13
Community Service	2013	Alpha Pi Omega	17
Community Service	2014	Alpha Pi Omega	25

Community Service	2015	Alpha Pi Omega	18
Community Service	2016	Alpha Pi Omega	27
Community Service	2017	Alpha Pi Omega	19
Community Service	2018	Alpha Pi Omega	27
Community Service	2019	Alpha Pi Omega	146
Special Interest	2013	Sports Business Association	55
Special Interest	2014	Sports Business Association	90
Special Interest	2015	Sports Business Association	85
Special Interest	2016	Sports Business Association	7
Special Interest	2017	Sports Business Association	24
Special Interest	2018	Sports Business Association	28
Special Interest	2019	Sports Business Association	23
Academic/College	2016	Minorities and Philosophy	17
Academic/College	2017	Minorities and Philosophy	16
Academic/College	2018	Minorities and Philosophy	17
Academic/College	2019	Minorities and Philosophy	17
Technology	2010	Competitive Programming Club	6
Technology	2011	Competitive Programming Club	0
Technology	2012	Competitive Programming Club	6
Technology	2013	Competitive Programming Club	4
Technology	2014	Competitive Programming Club	6
Technology	2015	Competitive Programming Club	6
Technology	2016	Competitive Programming Club	17
Technology	2017	Competitive Programming Club	20
Technology	2018	Competitive Programming Club	28
Technology	2019	Competitive Programming Club	35
Religious/Spiritual	2010	Ratio Christi	6
Religious/Spiritual	2011	Ratio Christi	0
Religious/Spiritual	2012	Ratio Christi	5
Religious/Spiritual	2013	Ratio Christi	8
Religious/Spiritual	2014	Ratio Christi	6
Religious/Spiritual	2015	Ratio Christi	18
Religious/Spiritual	2016	Ratio Christi	13
Religious/Spiritual	2017	Ratio Christi	12
Religious/Spiritual	2018	Ratio Christi	13
Religious/Spiritual	2019	Ratio Christi	13
Academic/College	2017	Actuarial Club	9
Academic/College	2018	Actuarial Club	12
Academic/College	2019	Actuarial Club	18
Special Interest	2013	Harry Potter Alliance	9
Special Interest	2014	Harry Potter Alliance	17
Special Interest	2015	Harry Potter Alliance	0
Special Interest	2016	Harry Potter Alliance	2

Awareness/Activism	2012	Sierra Coalition	18
Awareness/Activism	2013	Sierra Coalition	34
Awareness/Activism	2014	Sierra Coalition	21
Awareness/Activism	2015	Sierra Coalition	25
Awareness/Activism	2016	Sierra Coalition	28
Awareness/Activism	2017	Sierra Coalition	19
Awareness/Activism	2018	Sierra Coalition	12
Awareness/Activism	2019	Sierra Coalition	16

*Bread Club data was provided in semesters, so 21.5 is the average for the 2018-2019 Academic Year

Data used in Result 2

Academic Term	Active Organizations
Sp2011	165
Au2011	271
Sp2012	421
Au2012	590
Sp2013	505
Au2013	490
Sp2014	539
Au2014	628
Sp2015	587
Au2015	614
Sp2016	630
Au2016	708
Sp2017	675
Au2017	668
Sp2018	637
Au2018	715
Sp2019	684
Au2019	771
Sp2020	639
Au2020	700
Sp2021	559
Au2021	755

Result 6 data – used Results 1, 3, 4, and 5 + the following

Year	Club	Members
2020	Special Olympics	30
2021	Special Olympics	246
2020	Bass Fishing Club	79
2021	Bass Fishing Club	70
2020	Hospitality Management Association	36
2021	Hospitality Management Association	8
2018	IEEE Graduate Student Body	79
2019	IEEE Graduate Student Body	70
2020	Club Softball	16
2021	Club Softball	15
2020	Circle K	22
2021	Circle K	0
2020	OutLaws	29
2021	OutLaws	30
2020	Undergraduate Business Council	18
2021	Undergraduate Business Council	24
2020	Sundial Humor Magazine	10
2021	Sundial Humor Magazine	0
2020	CFAES Student Council	6
2021	CFAES Student Council	9
2020	CHAARG	130
2021	CHAARG	20
2020	Alpha Pi Omega	27
2021	Alpha Pi Omega	14
2020	Sports Business Association	55
2021	Sports Business Association	90
2020	Minorities and Philosophy	17
2021	Minorities and Philosophy	16
2020	Competitive Programming Club	6
2021	Competitive Programming Club	0
2020	Ratio Christi	6
2021	Ratio Christi	0
2020	Actuarial Club	9
2021	Actuarial Club	12
2020	Harry Potter Alliance	9
2021	Harry Potter Alliance	17
2020	Sierra Coalition	20
2021	Sierra Coalition	12

Extra Outlier Data

Buckeyethon

2019	5266
Sp2020	5712
Au2020	3837

Alpha Chi Omega

2010	84
2011	29
2012	266
2013	163
2014	156
2015	297
2016	295
2017	227
2018	260
2019	377
2020	380
2021	421

Geography Graduate

Organization

2000	47
2001	53
2002	61
2003	74
2004	52
2005	72
2006	59
2007	61
2008	61
2009	46